

Boggle

This strategy helps students to review material and to develop their own individualized study guides – created by students, not teachers.

Teacher Preparation:

1. Make a copy of the Boggle graphic organizer (4-11-2) for each student.

Lesson Plan:

1. Give students **2 minutes** to review their notes.
2. Distribute the graphic organizer. Give students **2 minutes** to list all the information they can remember (sentences, phrases, drawings), including details, in the “What I Remember” section.
3. Give them **2 minutes** for “Group Rehearsal”: Students share in groups of four, adding any missing information in the “Group Rehearsal” box.
4. Give them **2 minutes** to compete. Students pair up with someone that is not in their group and compare notes. They star any information that they have that their peer does not. They write in the “Missed Information” box any information that their peer has that they do not.
5. Give them **2 minutes** to score: zero points for information they both had; one point for each detail the partner didn’t have. If a student challenges the accuracy of a partner’s fact, that partner must be able to defend the fact or he receives no points. Conflicts are resolved by the teacher.
6. The team of 4 reconvenes and totals the number of stars (points) for all members. Each team announces its total. Opposing teams may question high totals and request explanations. In the missed information box, students should put a special symbol next to the items that everyone in the group missed. These items need extra study time.
7. Students share the information in their “Missed Information” boxes. As students call out the facts, the teacher comments on each (“That will be on the test.” Or “That will not be on the test, but ... [related info] will.” In addition, the teacher can comment “I didn’t hear anyone say _____. That is important and will be on the test. I suggest you write that in the missed information box.”

Adapted from *The Thoughtful Classroom: Making Students as Important as Standards The New American Lecture*, Dan Moraio, Ed. D. presented at Fuquay-Varina High School, March 6, 2008.

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What I remember...

Group Rehearsal...

Missed Information

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Benefits:

- Students review material
- Students develop their own study guides
- Students practice listening, speaking, and writing

Applications in the Classroom	Meeting the Diverse Needs of Students
<ul style="list-style-type: none"> - Content review - Individualized study guides, student-created - Formative assessment - Checking for understanding and opportunity for teacher clarification and identification of important ideas - Cooperative learning activity - Class starter for review of previous class and focus for current class - Review and refocus on material from previous lesson - Follow-up to field trip, lecture, video, etc. 	<ul style="list-style-type: none"> - Scaffolded support - Validation of student learning - Individualized - Opportunity for student success - Active engagement of learners - Group sharing by students in their own learning styles - Flexible grouping
Content-Area Examples Collected from Workshop Participants	
<p>Math:</p> <ul style="list-style-type: none"> - Algebra I: Review concepts; created higher-level thinking opportunities by analyzing and challenging responses - Used to start a Trig unit to determine prior knowledge - Used to review for test on systems of equations <p>English:</p> <ul style="list-style-type: none"> - Review of previously-read short story - Focus on one character 	<p>Supported Study:</p> <ul style="list-style-type: none"> - Review study skills, test-taking skills, organization skills